Style-sheet for essays written for English at SPL

Some common referencing and formatting situations

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(not a) BA/MA/ thesis  

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Title: Style-sheet for essays written for English at SPL: Some common referencing and formatting situations

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Abstract: The aim of this text is to present the most common referencing and formatting situations for students when writing an academic essay in English at the Department of Languages and Literatures, University of Gothenburg. It illustrates many standard formatting issues for both in-text citations and end-of-text references. The primary materials used here were examples from students’ essays as well as actual research papers; the method (as far as there was one) was a qualitative analysis of the gathered material followed by a selection of the most representative situations. This is not an academic research paper, so there is no scholarly conclusion drawn, but this paper clearly illustrates that citations and references are by no means a simple matter and that much care must be given in order to follow the appropriate formatting guidelines.

Keywords: Style-sheet, formatting, reference, footnote, quote, in-text citation, primary material, secondary material, print sources, non-print sources
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1. Introduction

The purpose of these notes is to give you clear instructions on how to lay out a paper written as part of a linguistics course in this department. They will inform you about the formal requirements of such a paper, especially with regard to sections, quotations, and references. For your convenience, the format adopted for these notes reflects the one required for your paper (cf., for example, paragraph indentation style, the format of the headings, text, footnotes\(^1\), in-text citations, references, etc.).

Apart from the formal criteria, there are a number of additional aspects of academic writing you should consider when writing papers in linguistics. You should try to write in a readable and accessible style, and make sure that your arguments are expressed coherently and concisely. Additional information on various aspects of academic writing is available in several books in the library and also for example on the following websites: www.uefap.co.uk (see also “Links” section), http://owl.english.purdue.edu/.

2. Preliminaries

2.1. Basic features

You should use A4 paper and print on one side only. Make sure your page has sensible margins. About 2 to 3 cm is an acceptable average for both the left and right margins (this guide uses 2.5 cm, for example). To make the paper easier to read, use a line spacing of 1.5 (as used in this text). However, footnotes, long quotations, the abstract and the references should be single-spaced. With the exception of tables, the main body of the text should be left justified (or fully justified). Choose the Times New Roman font (the font used here), size 12 (for the body text). Finally, all pages should be consecutively numbered, beginning with the page which carries the introduction (i.e. not counting the title page, the abstract page or the table of contents page). The sections of the paper should be arranged in the following order: title page, abstract, table of contents, main text, references, appendix (if applicable).

\(^1\)This is roughly what your footnote should look like. In most cases, your word processing program will take care of all the details, if not then keep in mind that footnotes should be Times New Roman, font size 10 and the line spacing should be single-spaced.
Your paper may follow British or American English spelling and grammar conventions. However, once you have made your choice, be consistent. If your word-processor has a spellchecker, set it for either British or American English, and use it.

The length of your paper will normally be prescribed by the type of essay you are writing (e.g. a bachelor’s degree essay will be roughly 10000 words, ± 2000 words, which, depending on tables, figures, etc. will be roughly 20 pages of text, ± 5 pages). Use the word-count on your computer to check that your paper is neither too long nor too short, and that the various sections are of appropriate lengths. If you use a word-processor, there should be no need for corrections by hand. If you do discover any errors after printing, correct them neatly in ink.

2.2. Title page

For the title page, please use one of the ready-made templates. If you are unsure which template to use, contact your supervisor.

2.3. The abstract

The two examples below illustrate how you can organize and format your abstracts – note that each example contains slightly different information, but both include the title, the author’s name, supervisor’s name, the actual abstract (which should mention aims, method/material and main results) and finally keywords (5 to 10). Abstracts should be roughly 175 to 200 words.

Abstract example 1

| Title: WoWspeak: From L337 Language to the Game |
| Author: Jane Doe |
| Supervisor: Joe Trotta |

Abstract: The aim of this study is to analyse the language used in chat channels of the online game, World of Warcraft (or ‘WoW’), to illustrate that WoW have adapted so-called L337 (‘leet’) language in order to suit their specific requirements in the game. By doing so, the players have created a new variation of the L337 dialect which I refer to in this work as ‘WoWspeak’. The primary materials analyzed are computer-mediated conversations gathered from chat channels in the game; the method was a quantitative/qualitative analysis of the gathered material. This study shows that most World of Warcraft players not only strive to create their own in-game jargon, but that they also try to economize language as they attempt to mimic oral conversation as much as possible. The use of WowSpeak is also important for the performance of individual identity as well as in-group solidarity.

Keywords: Netspeak, Computer-mediated communication (CMC), L337 language, Online game, World of Warcraft (WoW), WoWspeak, language and identity.
Abstract example 2

**Department:** University of Gothenburg/Dept of Languages and Literatures/English

**Course:** EN1C03 - English: Advanced Undergraduate Level (linguistic essay) for General Purposes. Bachelor’s Degree Essay Project (C-level paper)

**Semester:** Spring/Fall 20XX

**Title:** British English or American English vocabulary? A sociolinguistic study of Swedish upper secondary school pupils’ choice of vocabulary and their attitude towards the two language varieties.

**Author:** Jane Doe

**Supervisor:** Joe Trotta

**Aim(s):** To examine Swedish upper secondary pupils’ use of American and British lexemes and their attitudes towards the two language varieties.

**Method(s):** A quantitative study of pupils’ use of American and British lexemes in a questionnaire along with a qualitative analysis of their attitude and reasons for choosing one of the two varieties.

**Material:** 70 pupils’ answers to a questionnaire.

**Main results:** A majority (70-80%) of the pupils preferred American English. Boys favored American English slightly more than girls did. A difference between the two school areas was that more pupils from the affluent school chose AmE words than the pupils at the less affluent school. The pupils were generally more positive towards the variety they had chosen.

**Keywords:** Standard English, overt and covert prestige, *habitus*, subculture, popular culture, gender, active/passive vocabulary

2.4. Table of contents

This page should carry the title ‘Table of contents’ at the top. Leave a few lines and then begin to list the contents: section titles on the left, the pages on which the sections begin on the right (see the Table of contents page of these notes for an example). Most modern word processing programs will do this automatically if you insert the headings properly using the correct heading level from the preset ones from the top ribbon in the program (e.g., in Word 2010, this is a series of different styles to the right-hand of the page). Please note that the references and any appendices should also be included in the table of contents.
3. Features of the actual paper

3.1. Paragraphing
On the whole, the rule ‘one idea, one paragraph’ is worth sticking to. However, avoid very short paragraphs, especially those containing only one sentence. There are several methods of indicating that a new paragraph has begun, but for these essays we prefer the so-called ‘indented’ style which means that the first line of a new paragraph is indented (about one tab mark of 1cm should do). Note that paragraphs beginning new sections or following quotations, examples or tables are NOT indented.

3.2. Sectioning
To help organize your work, it is worth dividing it up into explicitly marked sections. This helps to make it obvious for the reader what you are dealing with at any moment in time and gives a very clear overall structure to your work. Sections are numbered, beginning with 1, which is normally the introduction. If you deem it necessary, any section can have sub-sections (e.g. 1.1.) and even sub-sub-sections (e.g. 1.1.1.). However, sub-sections are only useful if you are planning to deal with at least two aspects; i.e. only have a sub-section 1.1. if you are also going to have a sub-section 1.2. In the essays you are writing for SPL, it is customary to limit yourself to 3 levels of subsections at the most, e.g. 1.1.1 is ok, but you should avoid 1.1.1.1.

Each sub- (or sub-sub-) section focuses on a specific aspect of the topic indicated by the section title. In titles and headings, you should capitalize only the first letter of the first word and any other words that are normally capitalized in the respective language (e.g. proper nouns). The same applies to the table of contents. For an example of sectioning, look closely at these notes. They have been set out according to the above principles.

3.3. Citations and quotations
In the text, the details of the literature referred to are not indicated in full and are not indicated in a footnote. Instead, three pieces of information are given in brackets after the relevant passage: (Author’s surname Year of publication: Relevant page/s), e.g. (Channel 1988: 83-85). If an
author’s name is part of the running text, integrate it in a suitable way, e.g. ‘Channel (1988: 83) introduced the term...’2 or ‘…according to Channel (1988:83), the term is first used in…’

Citations of books or articles by more than one author take the form (Fischer & Drescher 1996: 854), (Jucker, Fritz & Lebsanft 1999: 38). When a citation refers to a work consisting of more than one volume, the form (1976, 1: 210) is used. Reprint editions are cited as follows: (Blom & Gumperz [1986]: 66) or, if it is important that the original date of publication is included in the text: (Blom & Gumperz 1972 [1986]: 66). Use initials or first names only when you need to distinguish two or more authors with identical last names.

When citing internet sources, the name of the author(s), the year of publication and the page numbers should be indicated, if possible. For example, Susanne Reiterer’s article published in the online journal VIEWS may be cited as follows: (Reiterer 2002: 30). If no authors, year of publication and/or page number(s) are available, use the name of the organization, group or business (or, in some cases the name of the main website), it is also helpful to insert the word online in the reference since this will help the reader understand the type of reference used and why no author/date/page number, etc. can be offered – such a reference is formatted as follows (American Psychological Association 1999, online). Subsequent in-text references would simply be: (APA 1999, online). When giving an in-text citation to a ‘stand-alone’ internet document, no author identified, no date, your reference should like as follows (What I did today n.d. , online). (See the separate sheet on online references for more examples.)

Try to avoid citing titles indirectly via another source containing this citation. If required, these citations take the form (Horn and Lehnert 1954: 694, quoted in [or: referred to in, cited in] Fischer 1998: 39). In this case, both sources must be contained in the list of references.

Indirect quotations or paraphrases present the ideas or arguments of an author in your own words. In this case, it is important that you add the source from which you gained the respective information in brackets.

Based on these assumptions, Andersen (2001: 57f.) devised a diachronic model in which the development from lexical item to pragmatic marker is presented as a three-stage process.

2 Note that the page numbers given here only pertain to the passage of an article or a book to which reference is actually made; not to the entire work. Avoid global references such as (Chomsky 1965).
… OR…
In order to account for variable meaning, three different approaches have been suggested – the homonymy or maximalist, the monosemy or minimalist and the polysemy approach (Mosegaard Hansen 1998: 239).

**Verbatim** (i.e. word-for-word) **quotations** can be integrated in two basic formats: if the quote is quite short (less than approx. 50 words/3 lines), it is included in the main body of the text and enclosed within double quotation marks, e.g.:

> In a study of PDE written data, Stenström (1990: 259) notes that “commas in writing are never a sufficient guide to prosodic boundaries”.

If the quote is longer, it is presented as a separate paragraph, with each line indented about 2 cm from the left and right margins; the line spacing for the quote is single, the font size is reduced to 10 and the quote is **not** enclosed in quotation marks, e.g.:

> Among other things, Bakhtin (1952-53 [1986]: 95-96) develops the idea of the inherent **dialogicality** of language. When constructing my utterance, I try to actively determine [the listener’s] response. [...] When speaking I always take into account the apperceptive background of the addressee’s perception of my speech [...] because all this will determine his active responsive understanding of my utterance.

Thus, Bakhtin describes the mechanism behind a speaker’s design of an utterance (including choice of language variety) as a ‘dialogue’ with a listener’s projected responses to the utterance.

All **direct quotations** should follow the original text exactly – in wording, spelling and punctuation. As already shown above, any additions or changes that you make should be indicated by square brackets [ ] (see e.g. the example below where *this* is, contrary to the original text, spelt with a lowercase <t>). Indicate omissions by ellipsis points in square brackets: […]. If you should spot mistakes (e.g. typos) in the original text, you may add Latin [sic] in square brackets after the flawed construction in question.

All direct quotations should follow the original text exactly – in wording, spelling and punctuation. As already shown above, any additions or changes that you make should be indicated by square brackets [ ] (see e.g. the example below where *this* is, contrary to the original text, spelt with a lowercase <t>). Indicate omissions by ellipsis points in square brackets: […]. If you should spot mistakes (e.g. typos) in the original text, you may add Latin [sic] in square brackets after the flawed construction in question.
According to Yule (1996: 19), “[t]his assumption may lead us to think that a name or proper noun [...] can only be used to identify one specific person”.

If you use quotations from languages other than English in the text, give the quote in the original language first and enclose the translation in square brackets, like in the following example taken from Illés (2001: 76).

Ahlqvist (1994: 31) examining Irish spelling states that

[b]aineann nósanna scréofa an tséimhithe go dlúth le nósanna scréofa na Laidine. Bhí h i ndiaidh c, p, agus t nádúirthe go maith, tosca na caim chionsan sin a bheith coitianta sa Laidin [...] ach ó tharla gan a leithéid de líríú agus gh, bh, dh, agus mh a bheith sa teanga sin ar chhor ar bith, cloidh le b, d, g, m = /v, ð, ɣ, v/ de réir chórás Laidín na Breataine [the means of writing lenition is closely related to the writing habits of Latin. H after c, p, and t was natural enough, on account of those consonant clusters being common in Latin [...] but since spellings like gh, bh, dh, and mh happened not to be existent in that language at all, b, d, g, m = /v, ð, ɣ, v/ was adhered to, according to the system of British Latin].

During the Middle English period, mainly, the insertion of <h> after the consonant gradually became the general means of marking lenition, whereas nasalised consonants in spelling tended to be preceded by their voiced counterparts (and mutational offspring) in accordance with <g> → <ng>.

### 3.4. Footnotes

Footnotes are **not** used to indicate the source of citations (these are included in the running text – see section 3.3.). Use footnotes only when referring e.g. to further discussions of a topic or to include extra information. Number them consecutively throughout the text, and make sure that all punctuation marks as well as closing parentheses precede note numbers in the text.

### 3.5. Punctuation, font conventions, abbreviations

Conventions on the use of quotation marks can vary considerably, but we recommend that you use “double quotation marks” for direct quotations; use ‘single quotation’ marks for glosses, definitions, ‘qualified’ words or phrases, or for quotations within quotations. Quotation marks go inside punctuation when only part of a sentence or the title of an article/a contribution to a book is quoted (see also section 3.3. or section 6.); unless the punctuation mark is part of the quotation. For example:
The Swedish word *gymnasium* means ‘upper secondary school’, not ‘gymnasium’.

In her article “The semantic status of discourse markers”, Mosegaard Hansen (1998: 235) says ....

Consequently, the text type drama has been described as “a stereotypically ‘oral’ register” (Biber & Finegan 1997: 260).

This is the way he used the question “What’s up bro?”.

Use *italics* if you cite a word, phrase, or sentence as a **linguistic example** or as the object of discussion; do not use quotation marks for this purpose (note that linguistic examples which are separated from the body of the text have to be numbered and are no longer in italics; see section 3.6). Cited forms in a foreign language should be followed (at least when they first occur) by a gloss in single quotation marks. E.g.:

- Lat. *ovis* ‘sheep’, *equus* ‘horse’, and *canis* ‘dog’ are nouns.

If you want to indicate **emphasis**, do this by using language wherever possible, rather than typographic features. If it has to be done typographically, please do not use italics but **bold** type.

**Phonetic transcription** should be placed between square brackets [ ] in IPA symbols. Phonemic examples should be placed between slashes //.

There are two allophones of the English phoneme /l/: [l] and [ɬ].

If your computer does not have IPA fonts, insert special (e.g. phonetic or phonemic) symbols and other special characters in the copy in ink. Make sure you draw diacritics over and under the letters in the exact position they are meant to occupy. If you leave blank spaces for inserting symbols by hand, it is better to leave more space than required rather than to leave too little.

**Orthographic symbols** are framed by angle brackets, like in the following example:

---

3 The most common IPA transcription symbols are available in the font type ‘Lucida Sans Unicode’, which is included in current versions of Microsoft Word. Many linguists also use a Unicode IPA font from SIL that is available for free at scripts.sil.org/DoulosSILfont. Note, however, that not all university computers have this font installed; when you print your document or send it to your supervisor, you may need to use a pdf of your document.
The letter <t> was omitted when...

Avoid using too many abbreviations; they often pose severe problems for readers not completely familiar with the language of a text. Where more than one abbreviation is acceptable, select one and use it consistently throughout the text. Abbreviations ending in a small letter have a full stop following them (e.g. OFr., Gk., Lat.), those ending in a capital letter do not (e.g. MHG, OCS, OE). Here are some abbreviations which are frequently used in linguistics papers:


e.g.  (exempli gratia, ‘for example’) Any section can have sub-sections (e.g. 1.1.).

i.e.  (id est, ‘in other words’) Begin your list of references on a new page (i.e. the one after your conclusion).

[sic] (not an abbreviation - means something like ‘as it is written’) … his latest school job page advertises “a wide range [sic] of 6th form courses”.

s.v.  (sub verbo, "Under the word or heading") For spill the beans see Collins Cobuild English Dictionary (Sinclair 1995: s.v. bean).

### 3.6. Examples, tables and figures

All linguistic examples must be consecutively numbered in the text (do not start numbering your examples anew with each new heading or subheading). Unlike linguistic examples in the running text (cf. section 3.5.), these numbered examples are not cited in italics. However, if you refer to them again within your text, do so in *italics*.

86. a. It is raining.

   b. etc.

87. The sun is shining.

   … BUT…

When parsing an example like *the sun is shining*, we must first determine the phrase structure.

If you include tables in your paper, label them ‘Table’, and give them an Arabic numeral and a caption (*above* the table). Other material such as photographs, images, charts, and line-drawings
should be labelled ‘Figure’ and be properly numbered and captioned as well, but this time **under** the figure. Take care to refer to all examples, tables and figures in the text!

### Table 1: The ‘Adv + Adj + a/n’ construction in the CDC by most frequent adjectives

<table>
<thead>
<tr>
<th>Adj</th>
<th>as</th>
<th>how</th>
<th>so</th>
<th>that</th>
<th>too</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>143</td>
<td>20</td>
<td>4</td>
<td>4</td>
<td>36</td>
<td>207</td>
</tr>
<tr>
<td>big</td>
<td>91</td>
<td>32</td>
<td>3</td>
<td>18</td>
<td>45</td>
<td>189</td>
</tr>
<tr>
<td>great</td>
<td>22</td>
<td>8</td>
<td>16</td>
<td>4</td>
<td>45</td>
<td>95</td>
</tr>
<tr>
<td>high</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>37</td>
<td>57</td>
</tr>
<tr>
<td>large</td>
<td>13</td>
<td>6</td>
<td>14</td>
<td>0</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>strong</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>bad</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>long</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>important</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>wide</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>small</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
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<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>serious</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>low</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>easy</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>broad</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>353</strong></td>
<td><strong>95</strong></td>
<td><strong>63</strong></td>
<td><strong>42</strong></td>
<td><strong>265</strong></td>
<td><strong>818</strong></td>
</tr>
</tbody>
</table>

**Figure 1** – Graph indicating gender differences in the total number of occurrences of hedges and boosters, respectively.

**Figure 2** – Graph indicating gender differences in the number of occurrences of hedges and boosters, respectively, per estimated 1,000 words.

### 3.7. Plagiarism

Plagiarism (i.e. using another person’s ideas or phrasing, and representing them as your own without acknowledging it) is a serious offence. Please respect and obey the academic code of
conduct (see also the Gothenburg university guidelines available online at the following address: http://www.ub.gu.se/skriva/plagiering/ or consult the rules and regulations information for students at http://www.rk.gu.se/digitalAssets/1299/1299480_regelsamling_svensk.pdf). If you are ever in doubt, please contact your supervisor/teacher.

4. Format of references

The references at the end of the manuscript give full citation details of the literature referred to in the text. Make sure that your list of references comprises all of the books/articles/etc. referred to in the running text of your paper and vice versa! Always begin your list of references on a new page (i.e. the one directly after your conclusion). The references are always ordered alphabetically and chronologically if there is more than one work by the same author. First names should be written out in full, i.e. try to avoid initials if that is possible. If a reference stretches over more than one line, the second line should be indented (a so-called ‘hanging’ indentation) as in the examples given below as well as in the list of references (see p. 15ff.).

4.1. Books

You must give five pieces of information: 1) Author/Editor, 2) Year of publication, 3) Title, 4) Place of publication, and 5) Publisher. The author’s/editor’s surname is always the first piece of information and is followed by the author’s/editor’s first name. Next, the year of publication is indicated (if a work has not yet been published, add ‘in press’ or ‘forthcoming’). The title must be written in italics and information on the edition used may be given in brackets after the title.4 Note that titles in languages other than English should be translated into the language of the text with the translation following the original title in square brackets.

Author’s/Editor’s surname, Author’s/Editor’s first name. (ed. [if applicable]). Year. Title. (edition [if applicable]). Place of publication: Publisher.

4 Note that in profession text, the line spacing of the reference section is typically single-spaced, for our essays, however, we recommend that you use the same spacing as for the rest of the document, i.e. 1.5 spacing.

Ahlqvist, Anders. 1994. “Litriú na Gaeilge [Irish orthography]”. In McCone, Kim; McManus, Damian; Ó Háinle, Cathal; Williams, Nicholas; Breathnach, Liam (eds.). *Stair na Gaeilge. In ómós do Pádraig Ó Fiannachta [The history of Irish. In honour of Pádraig Ó Fiannachta]*.

Maigh Nuad/Maynooth: Roimn na Sean-Ghaeilge – Coláiste Phádraig, 23-59.


If there is more than one author/editor, use the order given on the book, which may or may not be alphabetical, and separate them by a semicolon:

**Author’s surname, Author’s first name[; 2nd author’s surname, 2nd author’s first name].**

**Year. Title. (edition [if applicable]). Place of publication: Publisher.**

**Editor’s surname, Editor’s first name[; 2nd editor’s surname, 2nd editor’s first name] (eds.).**

**Year. Title. (edition [if applicable]). Place of publication: Publisher.**

**E.g.:**


Nevalainen, Terttu; Raumolin-Brunberg, Helena (eds.). 1996. *Sociolinguistics and language history. Studies based on the Corpus of Early English Correspondence*. Amsterdam: Rodopi.⁵

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⁵ Note that when a published source which would normally be written in italics (e.g. a corpus) is mentioned in the title, it is not written in italics in this particular case.
If someone published more than one work in one year, order the books alphabetically according to title and add a letter to the year, starting with ‘a’, then going to ‘b’, etc. E.g.:


BA, MA and PhD theses are referred to as follows:


Special cases include, for example, books which were translated, which were published posthumously (e.g. Austin), as well as books for which it may be important to indicate the date of first publication followed by the date of the edition used [in square brackets]:


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6 In this case, you should cite these references accordingly in the in-text citations, i.e. as (Minsky 1998a) and (Minsky 1988b).
4.2. Articles

4.2.1. Articles in journals (including reviews)
List the following information in the following order:
Author’s surname, author’s first name; 2nd author’s surname, 2nd author’s first name].
Year. “Title”. Journal/Periodical Volume number(Issue number), Page/s.
For example:


4.2.2. Articles/chapters in books
List the following information in the following manner:
Author’s surname, author’s first name; 2nd author’s surname, 2nd author’s first name].
Year. “Title”. In Editor’s surname, editor’s first name; 2nd editor’s surname, 2nd editor’s first name]. (ed/s.). Book Title. [Volume – if applicable]. Place of publication: Publisher, Page/s.
For example:


**4.2.3. Articles in newspapers and non-scholarly sources**

List the following information in the following manner:

**Author’s surname, author’s first name[; 2nd author’s surname, 2nd author’s first name]**.

**Year. “Title”. Newspaper/Magazine, Date/Month, Page/s.**

For electronic sources, add the date of retrieval followed by the URL. You may leave the links active (i.e. as functioning hyperlinks) if you so choose. You may wish to break the URL over two lines for esthetic reasons; this is OK as long as you do not change anything in the URL. Consider the following examples:


4.3. Corpora

Corpus compilers usually indicate in the handbook published with a corpus or on their webpage how they want the corpus to be cited, like, for example, the *Parsed Corpus of Early English Correspondence* (see the folder ‘corpus_description’ distributed with the corpus). In general, cite corpora by their established abbreviations.

Citation:

Please cite the corpus in the appropriate version as follows:


The BNC Baby, version 2. 2005. Distributed by Oxford University Computing Services on behalf of the BNC Consortium. URL: http://www.natcorp.ox.ac.uk/


If no official guidelines are available, try to provide as many details as possible, like in the following example:


4.4. Internet and electronic resources

Bibliographic listings of electronic sources follow the format for print sources and are included in the alphabetic list of references. The basic formats for citing electronic sources are:

**Author’s surname, author’s first name [; 2nd author’s surname, 2nd author’s first name].**

Publication date [if applicable]. “Title of document”. In editor’s surname, editor’s first name [; 2nd editor’s surname, 2nd editor’s first name] (eds.). *Title of complete work or site* [if applicable]. Version or File number [if applicable]. (Edition or revision [if applicable]). Place of publication: Publisher, Page/s [if any]. Date of retrieval/URL.

4.4.1. The World Wide Web (WWW)

For obvious reasons, you should treat information from the internet with caution. To cite files available on the WWW, follow the basic format given above. As mentioned in section 3.3, when citing internet sources for which no author, year of publication and/or page number(s) are available in the running text, you can use the most logical name for the reference (based on the name of the website, the page or the subject matter) and follow that with the word [online], e.g. ‘The LOL cat meme began in late 2005 (*Know your meme* [online]) …’. It is important then that your reference list contains the reference with exactly the same wording.

End of text references should look like those in the following examples:


4.4.2. Online and electronic reference sources

Reference sources in electronic format (e.g. dictionaries on CD-ROM) or online editions should be cited as follows. You may provide any previous print publication information (e.g. the print version of the *Handbook of pragmatics* was published in Amsterdam by Benjamins).


4.4.3. Software

Other electronic resources include software/computer programmes which you may use in linguistic analyses. For example:


4.4.4 Citing online dictionaries and reference works such as *Wikipedia*

Most standard scholarly style-sheets require that you provide a separate reference entry for each word/phrase/concept you are citing in your essay because 1) you must provide a URL for each
word/phrase/concept that links directly to it, and 2) you must provide the publication date for each word/phrase/concept separately, as in the following:


An example of an in-text citation for the above example would be something like this:

At most universities, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud (Plagiarism 2006, Wikipedia [online]).

If you are discussing an online dictionary/encyclopedia itself, not any specific term or definition in that reference work, you should make a reference to the site itself using the following format:


The in-text citation formation would then be (Wikipedia, 2006).

4.5. Miscellaneous
This section gives you some guidelines for referencing other materials that are commonly used in academic essays.

4.5.1. Interviews, Email, Lecture Notes, PPT presentations
No personal communications are included in your reference list; instead, parenthetically cite the communicator's name, the phrase “personal communication”, and the date of the communication in your main text only, (i.e. only as an in-text citation), as in the following:

… there is no established procedure for this (E. Robbins, personal communication, Jan. 4, 2001).

A. P. Smith also claimed that many of her students had difficulties with the style-sheet used for academic essays (personal communication, November 3, 2002).
To reference notes from a PPT presentation, use the following basic format:

**Author Last, First Initial. (Year of Pub). Title [format of notes]. Retrieved from host web site name: URL.**


### 4.5.2. Motion Pictures, TV broadcasts and Music Recordings

The basic reference list format for a motion picture is:

**Producer, P. P. (Producer), & Director, D. D. (Director). Date of publication. Title of motion picture [Motion picture]/[DVD]. Country of origin: Studio or distributor.**

The first example below is for a motion picture that has been seen in a movie theater, the second is for a DVD and the third is for a movie with limited distribution:


Harris, M. (Producer), & Turley, M. J. (Director). 2002. *Writing labs: A history* [Motion picture]. (Available from Purdue University Pictures, 500 Oval Drive, West Lafayette, IN 47907)

The basic reference list format for a TV broadcast or TV series episode is:

**Writer, W. W. (Writer), & Director, D. D. (Director). (Date of broadcast or copyright). Title of broadcast [Television broadcast or Television series]. In P. Producer (Producer). City, state of origin: Studio or distributor.**

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7 Please note that if a movie or video tape is not available in wide distribution, you should add the following to your citation after the country of origin: (Available from Distributor name, full address and zip code).
For a single episode of a television series, use:


For a television broadcast, i.e. for a single broadcast of a TV show that is not a series, use:


To refer to an entire TV series (not any specific episode):


To refer to a specific music recording, follow the following basic format:

Songwriter, W. W. (Date of copyright). Title of song [Recorded by artist if different from song writer]. On Title of album [Medium of recording]. Location: Label. (Recording date if different from copyright date).


The format for an audio podcast is:

Author Last, First Initial (Author Responsibility). (Year, Month Day of Publication). Title of podcast [Podcast identification number if available]. Podcast series Name. Podcast retrieved DATE from URL

Message posted to a newsgroup, online forum, or discussion group:

**Author Last, First Initial. (Year, Month Day of posting). Title of post [post number if available]. Message posted to URL**

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The basic format for a weblog (blog) post is:

**Author Last, First Initial. (Year, Month Day of Publication). Title. Message posted to URL**

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**5. Conclusion**

This text has covered most of the basic situations which you will encounter as regards referencing in your essay. However, students are using more and more non-typical primary materials (e.g. online video games, internet images, etc.) and new types of secondary sources are appearing all the time. If you are not sure how to format a reference, you may first want to examine a more extensive website for a similar style (for example, the APA style-sheet from the Purdue University Online Writing Lab, available at http://owl.english.purdue.edu/owl/resource/560/01/). You will notice some minor formatting differences (e.g. the APA uses parentheses around the date of publication), but it should be possible to translate the formatting information there for our purposes. Another possible option is to use a citation generation device like the one available from *Son of Citation*, http://citationmachine.net/index2.php?start=&reqstyleid=0&stylebox=2. (Obviously, if you use such a generator, you must make sure the finished product makes sense and follows the general formatting rules indicated in the text above.) It is important to note in this context that today’s many resource options can present challenges, not the least of which is the fluid nature of the digital environment. Sometimes you will need to be creative in order to refer to works not anticipated by this this style-sheet or the major academic citation sources such as the APA, the MLA, the Chicago system, etc.

Finally, if you have any further questions, **ask your supervisor/teacher**.
References


8 Note that this reference list does not cover every reference given in the above text – it is simply meant as an example of how most of the common reference types would be presented in your reference section.


Nevalainen, Terttu; Raumolin-Brunberg, Helena (eds.). 1996. Sociolinguistics and language history. Studies based on the Corpus of Early English Correspondence. Amsterdam: Rodopi.

Nevalainen, Terttu; Raumolin-Brunberg, Helena. 2000. “The changing role of London on the linguistic map of Tudor and Stuart English”. In Kastovsky, Dieter; Mettinger, Arthur (eds.).


